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ABSTRACT

The board game and discussion provided in this pamphlet are designed to encourage awareness of future possibilities in the use of school media, to illustrate to students how transmission of news may change in the next ten years and how news and information exchanges might be possible between schools, and to encourage decision making and active participation in the classroom. Discussion of change in the communication technology of the secondary school system includes such topics as cable television, laser technology, innovations in newspaper printing, and videodiscs. (KS)

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School Media of 1987 Game

JEA Publications
Molly J. Wiseman, designer
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DeKalb, IL

Age level of the game:

12 years old through adult. (Most applicable to students on school news staffs)

Objectives of the game:

1. To encourage discussion on future possibilities in school media.
2. To show students in a different way what areas may be open to them in 10 years for transmission of news to their public, and how news and information exchanges might be possible between schools.
3. To encourage decision-making.
4. To encourage students to ask questions about the various 'squares' on the board, and for them to search for explanations.

Rules of play:

Two to four players may play at once. All players start with 100 points on their calculators. Two dice are utilized, as well as some type of markers, and calculators for keeping score. To determine whose turn will be taken first, the dice are rolled, high score goes first, followed by others in turn.

Players may decide whether to roll one dice or two at a time. By viewing the squares on the board, the players may try some strategy, for instance, by attempting to land on one square by using only one dice.

As a player lands on a square, he reads it aloud, announcing the point value, and then adding or substracting it from his original score, which is on his calculator.

As players make a full pass around the board, and pass 'Start' again, each player will receive an additional five points. The player does not have to land on that square to receive the five points.

Players must determine before the start of play what the winning score will be. The minimum winning score should be 150, however, players may set the winning score at 175, for instance, or even 200 or more. However, the winning score total cannot be changed once play has begun.

Once a player reaches the winning score of, for instance, 175, he must decide whether to continue or 'stop.' If he/she chooses to stop, each player still gets two more turns. If a player, in those next two turns, passes the player who has 'stopped,' with his/her score, he/she is the winner. If not, the original player who stopped has won the game. If the player who reaches the winning score continues to play (for instance if another player is very close), he/she or any other player may stop at any time, as long as the score is still at or above the winning total. The other players, however, still receive two turns.

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Change is upon the journalistic-media world of the nation's secondary schools. New communication patterns are emerging.

Many secondary school student publication staffs today communicate with their peers via a weekly, twice monthly or monthly newspaper of 4-8 pages, and a yearbook published late in the spring. In 1987, while students may be using individual computers, individual language labs and private electronic study carrels, the traditional newspaper and yearbook will probably not be in existence. These two publications will probably be altered, with many new additions utilized in the secondary school mass communication process. An item such as the binder book might replace the traditional hardbound yearbook as a summary of the school year. Throughout the year, items such as videodiscs, radio and television programs, small plastic records, picture-phone broadcasts, instant offset news bulletins (with photos) and daily or at least twice weekly newspapers will take over the former traditional newspaper.

Why will these newer techniques come into use for secondary school journalists?

> *What the media will have to offer within the next few decades is both exciting and foreboding at the same time. New developments such as giant TV, holography, simulcasting, and laser communication will open up new avenues of social interaction and self-expression for the individual.* (1, p. 43)

Because students will have access and use of new media forms in their homes in a decade, and because students in 1987 will have been literally 'raised' on new media innovations, particularly television and its forms, the students will feel comfortable with the new media outlets. They will feel restricted if they must stay with the traditional printed newspaper and yearbook of now. Electronic media will not be a frill to them. It will be their basic style of communication. After all, many of the 17-year-olds of 1987 will have seen the day's developments of the Viet Nam war on television every evening during dinner when they were 2 and 3-year-olds. Now, when these children are seven (now) '98 per cent of all houses wired for electricity have at least one TV set and a growing number have two or more.' (1, p.41). Since the year before these children were born, in '. . . 1968 color sets have outsold black and white sets and the percentage of households having color television now is nearly 50 per cent.' (1, p. 41) When these children are nine or 10, 'We may pass a great watershed in the next two or three years, when TV reaches 50 per cent of the human race and the number of people who are not in instantaneous emotional communication with the rest of the world becomes a dwindling minority.' (2, p. 266) This generation is conditioned to electronic media, especially for news.

Television might take several forms for students' use in 1987. Some high schools and junior highs already have in-school studios and stations. Now, students produce short daily or longer weekly news wrap-ups. This will continue to be done, but in 10 years, students will be trading videotape cassettes with other schools. This will permit information exchange and comparison study between schools.

Cable TV will also permit more experimentation and greater contact with the school district's public. 'The Federal Communications Commission (FCC) has ruled that each cable system must have at least one free, non-commercial public access channel.' (1, p. 42) DeKalb already has this service. 'Today, nine per cent of all TV households in the United States have cable TV; by 1990 cable TV may climb to the 90 per cent level in urban areas.' (1, p.41) Cable possibilities for school news staffs in the future might permit instant video communication between schools and sources of news stories in the nation.

> *Once a coaxial cable is installed in the home, anything that can be carried over a cable could be a possible offering to subscribers. Eventually, it will be possible to inter-connect thousands of independent cable systems into a single national system or a dozen regional systems, allowing each subscriber a choice of channels numbering in the thousands. A cable subscriber may someday be able to talk with and see any other subscriber in the country.* (1, p. 41-42)

The school media's possibilities with cable hook-ups permit students on the East Coast see a record-breaking high school pole vault event in the Midwest. This event might not make the national sports news in the evening on television, but would be of interest to secondary school-age students.

Television viewing and resources will also be revolutionized by videodiscs. The videodisc resembles a 12-inch record, and is being produced now by RCA and Philips-MCA. It has been estimated that videodiscs may be on the market by late 1976. (5,p. 112) Videodisc units will probably cost $400-500, with each disc costing about $10. Although at present, it appears that only major companies will be producing the discs, it certainly seems that within 10 years, home and school videodisc production units will be available. These would be ideal for student news staffs to use in covering sports, plays, musical presentations and other major school events. The videodiscs would be easy to file and handle for reference.

Picturephones are already on the market. (7, p. 134) In a decade, students can place themselves in 'visual' touch with any news source, in or out of school, without leaving the school's journalism workroom or office. Videotaping the highlights of sporting events at a nearby school or an interview by this method would add credibility to a school TV program.

Small plastic records, inexpensive now if made in volume, are currently being produced by several companies. Some school media staffs are presently using them maybe once every year or two to supplement a literary magazine or yearbook. (They are bound into the publications, then torn out to play.) Schools in 10 years could have this production equipment, possible using the industrial arts department. A record a week might be produced for students and teachers. The record's contents might include musical selections from the choir, band or orchestra, interviews or on-the-spot reporting.

Laser technology is advancing every year. In 10 years, it could lend itself to 3-D cameras. Holography, invented in 1947, (1, p. 43) has been perfected with the laser beam. Holography means a three-dimensional picture is formed that appears identical to the object 'photographed.' Students could certainly present lifelike productions if the laser is perfected by 1987.

Although electronic media might dominate school reporting in 1987, print media will not be forgotten. Some permanency is necessary to offer background, insight and reference.

An installment binder book could replace the traditional hardbound yearbook. Students could purchase a 'binder package.' For this, they would receive a peg binder early in the school year. During the year, installments (newsmagazines, or instant offset sheets) would be given to the students at specified intervals. They would place these in the specially designed binder along with a small paperback yearbook consisting of team and organizational photos and individual student pictures at the end of the year. The binder, being flexible in design, could also house football programs, play programs and students' own photos and souvenirs from the school year. Since it is a modular system, this concept would work in a year-round school, where not all students are in attendance at the same time. DeKalb (Ill.) High School already uses this system. (6, p. 7-9)

Offset, or cold type reproduction, has made printing extremely rapid, versatile and less costly than traditional linotype printing. A complete, four-page, 8½ by 11 inch newspaper, complete with nameplate, headlines, body copy and photos could today be printed in a few minutes. The set-up time would only be a couple hours at the most. In 10 years, this could be cut to seconds. Secondary schools might easily produce a daily newspaper, with pictures and headlines.

A newspaper might be tailored to individual students' likes and needs. Via cable TV, a newspaper channel might print out news in facsimile (1, p. 41) 'By 1969, the Japanese daily *Asahi Shimbun* was publicly demonstrating a low cost 'Tele-news' system for printing newspapers in the home. (3, p. 282)

Will all this new media and technique be expensive? Although in many cases, an initial output might seem expensive, the new media may save money over the years. The binder book system has been proven to save 30 per cent of the cost of a traditional hardback yearbook and offset newspaper set-up. (6, p. 7) In a home, television costs about one or two cents per day per person. (2, p. 267) Television '. . . is a thousand times cheaper than a teacher, hundreds of times cheaper than an automobile, and so it is spreading fast.' (2, p. 267) Also, much of the television software, as video cassettes, may be recycled and used again and again.

One decade could bring many changes to the student journalist's communication outlets. 'With the body of knowledge doubling every ten years . . .' (4, p. 296), new forms of communication will be utilized to bring information to the nation's secondary schools in 1987.

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INSTRUCTIONS FOR ASSEMBLING GAME BOARD

Enclosed is the printed game board sheet for 'School Media of 1987,' This sheet should be attached to a heavy cardboard of about 11 x 17 inches or slightly larger. If the game board is expected to receive heavy usage, then a plastic covering of some type may be placed over the printed material.

SCHOOL MEDIA 1987

START

+5 points when pass

3-D photos wrong size −8 points

All students receive 'news' records +10 points

Students publish local professional media +15 points

−10 points

Adviser insists on reading all copy −10 points

Mail-out magazines lost in post office −6 points

Color TVs placed in all classrooms +10 points

Media budget granted extra $1,000 +15 points

Instant plastic records melted by laser beam −5 points

Instant news display boards installed +6 points

½ hour per day allotted for cable TV +15 points

Photographer loses 3-D camera −6 points

All copy set in wrong type size −5 points

Super 8 films made of classes +10 points

High speed copier burns original copy −8 points

Teletypes break down −8 points

Cable TV system goes off the air −6 points

Electronic news bureau set up for school +12 points

Video-discs exchanged between schools +10 points

Forgot to warm up laser machine −5 points

Staff loses teletype photos −10 points

News exchange system set up between schools + 14 points

High-speed copier purchased +10 points

Film loops made of sports events +8 points

Video cassettes made for classes +10 points

Assignment book misplaced −5 points

Editor loses 6 stories −8 points

Press breaks down −7 points

Courts decide in students' favor +20 points

Page printed upside in magazine −3 points

Asst. supt. cancels TV programs −15 points

Video-disc machine breaks for 48 hours −4 points

Dial access used for updated news +10 points

All daily newspaper deadlines met +10 points

Teletypes used for news transmission +13 points

Principal censors media −15 points

Two video-discs ruined −7 points

Tape cassettes made hourly +7 points

Laser beam used for nationwide transmission +15 points

TV-phone used daily for bulletins +8 points

Paperback yearbook misses deadline −5 points

$5,000 of TV equipment purchased +10 points

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JEA Publications Program